RETENTION GUIDE FOR HISPANIC EMPLOYEES

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I. GENERAL OVERVIEW

The prime objective of the Postal Service Hispanic Program is to assure that Hispanics have an equal opportunity to compete in employment efforts or programs involving recruitment, training, upward mobility, career development, and promotions in the Postal Service. To date, much time and resources of the Hispanic Program has been spent in these areas. Most recently, a particular problem confronting Hispanic employees in the Postal Service has been identified -- retention. Thus, while attention must be paid to the employment actions mentioned above, retaining Hispanics as postal employees has become an area that needs to be specifically addressed. Indeed, retention efforts are a necessary and integral factor in maintaining a viable results-oriented Hispanic Program.

Hispanics are often faced with a different set of circumstances, not experienced by other special emphasis groups. Their unique situation is due primarily to language and cultural differences. While many Postal Service Hispanics are bilingual, there are those for whom English is a second language, and converse more fluently in Spanish. The language

factor, coupled with some cultural factors, can affect an Hispanic employee's ability to communicate, establish a rapport, and participate in the overall work environment of a postal installation.

We are aware that there are situations in which nothing practical can be done to retain individuals. For example, there are cases in which irreversible decisions have been made, or cases in which special factors exist, precluding any positive action to retain an individual employee. However, more often than not, there are specific actions which could be taken to assist in the retention of a large proportion of the Hispanic employees in the Postal Service.

The Hispanic Program personnel should be very cognizant of this critical problem of retention, and should address it in program assessment, planning, and evaluation. Actions by Hispanic Program personnel will be to no avail if Hispanic employees continue to be separated from the Postal Service at increasingly high rates. The following sections of this Guide will outline specific steps to attempt to improve the retention rate and workforce profile for Hispanics in the Postal Service.

II. PROBATIONARY AND EMPLOYMENT COORDINATION

It is essential that Hispanic Program personnel establish a good working relationship with Employee and Labor Relations personnel and, in particular, with those in the Postal Employee Development Center (PEDC). Much employment activity regarding postal employees emanates from or is controlled by these units and they can be an invaluable resource. Indeed, they can be of great assistance and provide thorough guidance in resolving retention problems.

For example, the PEDC can provide access to newly hired Hispanic employees during or just after their basic orientation training. This will allow an opportunity to describe the Hispanic Program generally, its aims and objectives, as well as the chance to inform new Hispanic employees specifically how the program can assist them with problems during the probationary period and after as career employees. Early contact of this kind goes a long way toward assuring that Hispanic Program personnel are aware of problems as they occur, and have sufficient time to try and rectify a misunderstanding before it develops into a more serious situation.

A. Probationary Period

This is the most crucial period for a new employee. Having passed the written and other necessary tests, the employee is now given an actual trial period on the job. During the probationary period, the new employee is given orientation and whatever additional training is needed. To assure that Hispanic Program personnel are of optimal assistance during this period, they should be fully aware of Postal Service training, performance evaluation, and probationary requirements.

Step One. Hispanic Program personnel should become familiar with Parts 370 through 379 of the Employee and Labor Relations Manual. Of particular importance is Part 378 which covers the probationary period of bargaining unit employees. In terms of retention, this will be the most significant group for concern. Part 378 is provided in the Appendix to this Guide.

Step Two. A good working relationship with line supervisors and a review of employee progress reports during probation, will help greatly in pinpointing Hispanics who may be experiencing difficulty. If problems are noted, in conjunction with input from the supervisor, the Hispanic Program personnel may wish to contact the employee and advise him or her of ways to improve the situation. The discussion with the employee should take place in private to assure privacy and instill trust on the part of the employee. People are generally very sensitive about discussing problems in front of others, especially if personal problems are involved. It is essential that a confidential atmosphere be established between program personnel and the new employees.

Step Three. New employees must become acclimated to Postal Service terminology, policies, and procedures, including the workhour system, schemes, reporting channels, service standards, management structure and expectations and protocol. Without such practical information, a new employee may commit an error of judgment which could adversely affect his or her probationary performance.

Program personnel should maintain ongoing contact with new Hispanic employees to convey the practical information and to keep them "on the right track." All precautions should be taken by program personnel to meet with employees during slack time periods, official breaks, etc. This will assure that contact will not interfere with or disturb the normal floor routine or work operation. If possible, a good time to meet with employees is just before or after their tour of duty. The key is to maintain continuous contact with employees during this critical probationary period.

Step Four. Hispanic Program personnel should attempt to ascertain the new employees' feelings about their job, other employees, and supervisors. Emotional reactions often indicate how employees are adjusting to the job, their surroundings, and those with whom they must work. Through such contact, misconceptions being formed by the employee can be corrected. Additionally, if problems occur, the employee should be advised of the proper course of action to be taken. If a general dissatisfaction is expressed, a discussion with the immediate supervisor with a view toward improving the situation may be all that is

necessary. Should the situation persist or escalate, the supervisor should again be consulted to discuss possible approaches to alleviate the situation and to agree on a recommended course of action.

Step Five. At all times, it should be made clear to the employee that he or she is ultimately responsible for his or her actions, work habits, and general conduct, and any consequences which might result. The employee's progress during the various probationary evaluation periods should be carefully monitored. There should definitely be a discussion with the supervisor prior to the employee's final evaluation. Additionally, the Hispanic Program Responsible Official (HPRO) (see Management Instruction EL-670-83-3, issued on 5/27/83) should be informed of all activities in the retention area. The HPRO should be aware of any problems identified, recommendations suggested, and nonconfidential discussions with either the employee or supervisor.

B. Special Requirements

In many cases, the employee's problems on the job stem from mastering specific requirements. The

assistance of current, experienced employees can be of great aid in mastering such requirements and in helping to retain new employees. This can be accomplished as follows:

1. Approach employees who, through experience, have learned the intricacies of the respective schemes, assignments, and job requirements. Form a committee or group of experienced employees who can assist a new employee who is having problems. The experienced employee should be able to show the probationary employee short cuts, work association techniques, or other means of learning their required duties. Many experienced non-Hispanic employees will welcome this opportunity to aid a new employee.

2. The PEDC also provides numerous ways to assist probationary employees. In most cases, scheme training, ZMT training, and craft training are coordinated through the PEDC. The PEDC staff is specifically trained to assist probationary employees in developing good study habits. Most PEDC locations offer a quiet environment, conducive to a proper studying atmosphere.

3. Hispanic Program personnel should also become familiar with the training requirements in Handbook EL-701, Craft Orientation and Skills Requirements. If possible, the program staff should review Postal Service Form 2548, Individual Training Record, to ascertain if the employee was given the minimum required training for the particular craft position. Also, Form 2548 should be checked carefully to see that a supervisor has corroborated that the training was given.

C. Personal Counseling

In some cases, both an experienced or new employee's job difficulties may actually stem from external situations. There might be family concerns such as child care, marital, economic, school related, or other job commitments affecting the employee's performance. These concerns could contribute to poor performance, absenteeism, or even lead to personality clashes with supervisors or other employees. If so, the counseling effort may need to include referrals to external or internal public service centers. Hispanic Program personnel will, thus, need to keep abreast of child care centers, family counselors, and other professional services available in the area.

Again, PEDC counselors and Employee Assistance Program (EAP) counselors can be relied upon to assist where needed. Program staff should not expect to solve every personal problem the employee has. Rather, the fact that the employee can relate to someone is often enough to motivate him or her to address the problem.

Finally, in these particular problems Program personnel are advised to work along with the supervisor to assure that the employee is given as much consideration as possible to correct any deficiencies which might be adversely affecting job performance. The employee should be informed whenever program personnel are working with his or her supervisor, to avoid any problems with confidentiality.

D. Career Development

When undergoing a period of self-assessment regarding particular job progress, many employees resolve to do something to move ahead, while others resign themselves to the status quo. To some, however, the perceived lack of opportunity can have a negative effect on general attitude and

work performance. These are often the employees who leave for another job, rather than improve their situation.

Career development can be instrumental in helping disheartened Hispanic employees strive for the many available Postal Service opportunities. Employees can best assist themselves by preparing in the present for future opportunities. While no one can guarantee future success, those who are prepared often can be upwardly mobile.

To assist in career development, the first step for Hispanic Program personnel is the review of an individual's background, education, and work experience to ascertain strengths and weaknesses. Next, Hispanic Program personnel should request the employee to identify particular job or career preferences. The employee should be encouraged to think in terms of possible alternatives, i.e., a change of tour, reassignment, transfer to another unit or installation, and participation in available training which can open up new career opportunities.

Finally, a review of the career development information can result in a realistic career development program for the employee. The broader the base of experience and knowledge an individual has, the better the chances for progress. In assisting employees with career development, there are numerous sources which should not be overlooked, such as: participation in community programs, involvement in organizational leadership roles, and attendance at local schools and colleges. In many instance, employees already on a particular career ladder can also be prevailed upon to provide guidance and insight to aspiring employees.

III. RECORD REVIEW

Working to assist in employee retention also entails reviewing records, including the following:

A. Personnel Actions

Personnel actions may include disciplinary actions, promotions, transfers, reassignments, awards, and other employment decisions. These actions may be found in Official Personnel Folders (OPFs), Equal Employment Opportunity (EEO) files, grievance-arbitration files, or Merit

System Protection Board (MSPB) files. Reviewing these records will provide an excellent opportunity for Hispanic Program staff to stay on top of the movement and current status of Hispanic employees. In time, certain patterns will become apparent, and Hispanic Program personnel will be able to identify problems early enough to become pro-active, rather than reactive.

B. Separations

When leaving the Postal Service, every employee is given an exit interview. It takes place between the supervisor and the employee, and is made part of the employee's OPF. Exit interviews provide a wealth of information which can assist in identifying the major problems in both voluntary separations and involuntary employment terminations.

When recording separations, the personnel offices use a special coding system to identify the reasons why a person has left postal employment. Hispanic Program personnel must familiarize themselves with the codes and use them to accumulate information on Hispanic separations. Part 610, "Processing Personnel Actions," of the P-11 Handbook, Personnel Operations, provides

information about this coding system. Further, Part 611.322 describes the nature of action codes, and Part 611.329h outlines the "Quit Codes" which are, in fact, the employee's reason for leaving. Both charts are provided in the Appendix to this Guide.

C. Record Auditing

When examining employment records, one summary of the reasons for voluntary separations (i.e., personal and family problems, school, relocation, transfers to other agencies or jobs) should be made. Another summary of the reasons for involuntary separations (i.e., scheme failure, ZMT drop-outs, excessive absences, and AWOL) should also be made. The areas of acute concern are then easily identifiable. Use of the codes listed in Part 611.322 and Parts 611.329 (h), (i), and (j) of the P-11 will simplify reporting requirements.

Findings of potential problem areas or inequitable patterns adversely affecting the retention of Hispanic employees should be reported to the HPRO. Appropriate recommendations for corrective action should also accompany any report.

IV. MANAGEMENT AND CRAFT COOPERATION

An important and often overlooked resource in a viable retention program is the utilization of management and craft personnel. Both can be instrumental in the early identification of Hispanic employees experiencing difficulties which may result in their ultimate removal.

Craft employees are often the first to know that a fellow employee is not happy or is having serious problems adapting to the work environment. They are frequently aware of one another's family or personal difficulties. Maintaining close contact with experienced, senior craft employees can provide much information useful in the retention effort. In a similar fashion, personal contact with group leaders, union representatives, and postal organizational representatives can also afford invaluable assistance.

For Hispanic Program personnel, a good working relationship with managers and supervisors is also essential in identifying potential retention problem cases. Informing management of the desire to help in retaining Hispanic employees is a good first step to take in securing their cooperation. Managers must also know where and when Hispanic Program personnel can be

reached. Periodic visits to postal operational units is an ideal way to maintain visual communication. Open lines of communication with management and craft personnel can save a lot of unnecessary delay in learning about potential problem employees and could conceivably save the employee's job.

V. SUMMARY

Retention activity starts from the very first day the employee is contacted to come to work. He or she might need help in filling out required forms, or may not know how to provide proper documentation. A simple translation or explanation might be all that is necessary to overcome this first hurdle. During orientation, retention is best enhanced for the new employee by making him or her aware that assistance is available should it be needed.

Retention activity continues to be crucial during the probationary period -- a delicate time in the work experience of a new employee. New rules and regulations, a different work environment, and new nomenclature can all be possible areas of confusion. Although career job requirements pose a problem for

some, in most cases the probationary period is the turning point at which the employee either adapts to or leaves the Postal Service.

Personal or family problems can develop among even a seasoned employee requiring retention activity once again. At any point in the Hispanic employee's postal career, when problems or circumstances arise that can adversely affect employment, retention assistance will be needed.

The review and monitoring of pertinent records as well as an assessment of identifiable causes for separations can aid in the understanding of patterns inherent in retention problems. Hispanic Program personnel must think creatively when dealing with dissatisfied employee problems, and encourage consideration of such alternatives as a new work climate or location, a change of tour, reassignment, or transfer to a new unit or installation.

The key to a successful retention program is to maintain good working relationships with all postal units which impact on the employee. Craft, management, and organizational representative cooperation are all essential in identifying and alleviating the problems

to retaining employees. Extensive resource listings are also important in providing guidance counseling and assistance to employees.

Finally, when necessary, guidance in finding professional or technical assistance for child care centers, marriage counselors, and EAP must be provided. Hispanic Program personnel should try to the best of their ability to motivate those who are discouraged. The best, but also the most difficult, way is to encourage employees to help themselves. Above all, retention is of primary importance to the overall success of the Postal Service's Hispanic Program.

APPENDIX

378 Bargaining Unit Employees

378.1 Evaluation During Probationary Period

.11 At 30 and 60 days. At the end of the first 30 days and again at the end of the first 60 days of the probationary period, the supervisor prepares and submits Form 1750, *Evaluation of Job Performance*, to the postmaster or designee. The supervisor completes the required sections, checking column S for those factors which are *Satisfactory*, and checking column *U* for those factors which are *Unsatisfactory*. In the specific sections provided, the supervisor: (a) comments on factors marked unsatisfactory; (b) provides information about the training, counseling and other assistance which has been and will be provided to the probationer; and (c) makes a definite statement regarding recommendation of retention of the employee. The supervisor dates and signs the evaluation, discusses it with the employee, and obtains the employee's signature on the Form.

.12 At 80 days. At the end of the first 80 days of the probationary period, a final evaluation is prepared and submitted by the supervisor on Form 1750. The statement shows the employee's progress and contains a definite recommendation regarding whether the employee should be retained or be separated. (*Note:* In item 8 of Form 1750, the middle block may not be checked on the final evaluation.) Specific comments must be made in Section 7 concerning the training, counseling, and any other activities undertaken to improve the probationer's performance.

.13 At other intervals. Most deficiencies can be corrected with discussion, training, and counseling. Additional formal evaluations are made only when informal evaluation has not been successful. If any additional formal evaluation is made, it is only after the employee understands his deficiencies and has had a reasonable opportunity to correct them. Form 1750 is used for any additional evaluations of probationary employees.

378.2 Evaluation After the Probationary Period

Regular evaluation of performance is encouraged after the employee has completed the probationary period. Evaluations after the probationary period are used for promotion recommendations and for step increase recommendations and for the early identification and correction of problems.

379 Non-Bargaining Unit Employees

To be published later.

Nature of Actions
(Elements 79-80)

Code	Nature of Personnel Action	Reference
001	Cancellation	614.91
002	Correction	614.92
007	Correction CPDF	614.93
100	Career Appointment	612.2
110	Temporary Appointment NTE	612.3
113	Temporary Appointment NTE (Outside Register)	612.3
130	Transfer Career	612.4
140	Reinstatement Career	612.5
160	Reemployment Military Service	612.61
161	Reemployment EO or OPM Regulation	612.62
170	Excepted Appointment	612.7
171	Excepted Appointment NTE	612.7
190	Sub Rural Carrier from Register (Des. 72 & 73)	612.83
191	Emergency Sub Rural Carrier (Des. 74) Auxiliary Asst. Rural Carrier (Des. 78)	612.84
	Auxiliary Rural Carrier (Des. 77)	612.85
292	Return to Duty (RTD)	614.21
300	Retirement–Mandatory	613.2
301	Retirement–Disability	613.2
302	Retirement–Other	613.2
310	Resignation Charges Pending	613.3
311	Resignation Appt. in other Agency	613.3
312	Resignation Appt. in USPS	613.3
313	Resignation Military	613.3
317	Resignation All Other	613.3
320	Separation Trans. to Another Agency	613.4
321	Separation Appt. in Another Agency	613.4
323	Separation Military	613.4
324	Separation Declined Relocation	613.5
325	Separation Declined Assignment	613.5
326	Separation Disability	613.8
328	Termination During Probation (for Pre Appt. Conditions)	613.6
329	Termination During Probation (Not Covered by 328)	613.6
346	Removal (for Conditions Arising After Entance on Duty)	613.7
350	Death	613.7
352	Termination	613.9
460	LWOP (Exceeding 30 Calendar Days)	614.22
462	Leave with Pay Pending Retirement	614.23
500	Conversion to Career Appt. (From Register)	614.3
550	Conversion to Excepted Appointment	614.3
580	Conversion to Regular Rural Carrier	614.3
702	Promotion	614.41
705	Change to Full Time	614.42
713	Change to Lower Level	614.43
716	Change to PTF	614.44
721	Reassignment	614.45
760	Extension of Temp. Appt. NTE	614.46
770	Reappointment of Casual Appointment	614.46
780	Name Change	614.47
830	Suspension NTE	614.51
881	FEGLI Change	614.52
882	Change Service Dates (used to change elements 14,15,16,24,or 25 on form 50)	614.53
892	Merit Increase	614.54
894	Pay Adjustment	614.55
896	Quality Step Increase	614.56
900	Detail Termination	614.61
901	Detail	614.62
902	Change Position Title, Number, or RSC	614.63
903	Uniform Allow Certification or Disallowance	614.64
907	Change to Leave Earning Status	614.65
908	Change to Non-Leave Earning Status	614.66
911	Change in Limited Tour Hours	614.67
924	Reassignment Change to Lower Level (CAO)	614.7
925	Reassigment (CAO)	614.7
926	Reassignment Promotion (CAO)	614.7
959	Dual Job Accession	614.81
960	Termination of Dual Position	614.83

Exhibit 611.322. Nature of Action Codes

Quit Codes—Employee's Reason for Leaving

(Elements 84–86)

Quit Code	Reason
	Working Conditions
401	Too much night work
402	Too much weekend work
403	Too much overtime
404	Too much travel
405	Work schedule too erratic
406	Poor physical environment
407	Job location too far from home
408	Transportation inadequate
	Nature of Work
411	Insufficient challenge
412	Insufficient prestige
413	Skills not sufficiently utilized
414	Not enough recognition for accomplishments
415	Job not in line with career
416	Scheme difficulty
417	Work too hard physically
418	Don't like or not suited to kind of work
	Health or Physical Conditions
441	Personal illness
442	Physical disability (other than retirement)
443	Psychological or nervous disorder
444	Pregnancy
445	Alcoholism or drug addition
	Relationships on the Job
451	Don't get along with fellow workers
452	Don't get along with supervisor
453	Favoritism in assignments
454	Favoritism in promotions
455	Discrimination—race
456	Discrimination—sex
457	Discrimination—other

Quit Code	Reason
	Family Responsibilities
461	Getting married
462	Marriage
463	Children require fulltime attention
464	Illness in family
	Geographic Location
421	Moving to different area for personal reasons
422	Resignation—declined relocation
423	Resignation—declined reassignment
424	Resignation—declined regular rotation
	Economic Considerations
431	Pay rate too low
432	Not enough hours of work per week
433	Not enough fringe benefits
434	Not enough promotion opportunity
435	Lack of job security
436	Indebtedness/obtain retirement withholding
	Self Development
471	Further education
472	Broaden work experience
473	Opportunity for more on-the-job training
	Other
481	Resigned—adverse action pending
482	Resigned—charges pending
483	Resigned—in lieu of removal
484	Enter military service
485	Accept better job offer
486	Self employment
487	Extended travel
488	Other

611.329h. Quit Codes/Employee's Reason for Leaving.

Standard Remark Codes

(Elements 84–86)

Code	Remark
501	Cancels Form 50 dated (date required).
502	Corrects Form 50 dated (date required).
503	Form 2591, SF 85 and 87 sent to Director CSC.
504	Employee to be paid for all accumulated leave to which entitled under existing law.
505	Employee failed to accompany activity/accept new assignment.
506	Payment to be made for all accumulated annual leave to which estate of deceased employee is entitled.
507	Returns to substitute of record coincident to appointment of regular rural carrier.
508	To serve vacant route pending appointment of regular rural carrier.
509	Employee entitled to 2 years salary protection following the effective date shown hereon unless entitlement to protection ceases at an earlier date.
510	Action based on approved Form 1762 (QSI).
511	This action does not change due date for advancement to the next higher step.
512	This action changes due date for advancement to next higher step.
513	The employee's daily assignment for the above position does not meet the eligible criteria for uniform allowance.
514	Rural carrier placed on approved leave without pay effective (date required).
515	Substitute rural carrier has served continuously on route since (date required).
516	Regular rural carrier returned to duty effective (date required).
517	Physical qualifications previously established. New medical certificate not required.
518	Services no longer required.
519	Less than 1 year break in service, NACI data submitted.
520	Action effected at employees request.
521	SF–8 issued (date required).
522	Last day in pay status (date required).
525	Selected from Postal Service register dated (date required).
526	All payroll deductions in effect to remain in effect.
527	All excess supervisors have been considered for this vacancy.
528	Senior qualified applicant.
529	Copy of SPD furnished employee.
530	Selected in accordance with procedures for initial level supervisor positions.
531	Selected in accordance with regulations governing filling of non-bargaining unit positions.
532	Employee has performed higher level service continuously since _____
535	Regular rural carrier has been on approved sick leave since (date required).
536	Regular rural carrier returned from extended sick leave (date required).
537	Employee entitled to retreat rights.
538	Saved grade/saved rate for indefinite period.
539	SF 1152 and SF 54 not on file.
540	SF 8, 56 and 2810 furnished employee.
541	Totally disabled for useful and efficient service in position.
542	USPS reasons for employee's separation differs from employee's reason(s).
543	Reemployed to former position in the same bargaining unit and craft.
544	Reemployed to a different position in the same bargaining craft.
545	Reemployed to a position in a different bargaining unit or craft, necessitated because of medical accommodation.
546	Reemployed to former or equivalent nonbargaining position.
547	Reemployed to a different nonbargaining position, necessitated because of medical accommodation.
548	The PDC will process any necessary salary and/or leave adjustment.
549	Reemployed from a bargaining position to a nonbargaining position.

Unemployment Compensation Codes

(Enter in Element 87, for all separations)

UC Code	Definition
601	Retirement—Mandatory. Due to age. Estimated retirement annuity per month $_____. (Inspection Service only.)
602	Retirement—Optional. Employee voluntarily retired to obtain retirement benefits. Eligible for optional retirement because of combination of age and service. Estimated retirement annuity per month $_____.
603	Retirement—Optional. Employee voluntarily retired to seek employment in private industry. Eligible for optional retirement because of combination of age and service. Estimated retirement annuity per month $_____.
604	Retirement—Optional. Employee voluntarily retired in lieu of separation because of declination to relocate with activity.
605	Retirement—Optional. Employee voluntarily retired in lieu of separation when position was abolished. Eligible for optional retirement because of combination of age and service. Estimated retirement annuity per month—$_____.
606	Retirement—Optional. Employee voluntarily retired in lieu of reassignment when position was abolished. Eligible for optional retirement because of combination of age and service. Estimated retirement annuity per month—$_____.
607	Retirement—Optional. Employee voluntarily retired to pursue self-employment. Eligible for optional retirement because of combination of age and service. Estimated retirement annuity per month—$_____.
608	Retirement—Optional. Eligible for optional retirement because of combination of age and service. Estimated retirement annuity per month $_____. (Write in reason employee gave.)
612	Retirement—Disability. Employee did formally initiate action to be considered for a permanent or temporary light duty assignment. Estimated retirement annuity per month $_____. (Identify that part of the work the employee was not able to perform.)
613	Retirement—Disability. Employee did not formally request a permanent or temporary light duty assignment. Estimated retirement annuity per month $_____. (Identify that part of the work the employee was not able to perform.)
614	Retirement—Discontinued Service in Lieu of Resignation. Employee involuntarily separated from the Postal Service (not for cause). Eligible for immediate retirement annuity because of combination of age and service. Estimated retirement per month $_____. Identify reason(s) for involuntary separation.
615	Resignation—Voluntary. Employee voluntarily resigned to accept other Federal employment; no break in Federal Service.
616	Resignation—Voluntary. Employee voluntarily resigned; gave no reason for resignation—no other separation information available.
617	Resignation—Voluntary. Employee voluntarily resigned to continue education full-time.
618	Resignation—Voluntary. Employee voluntarily resigned for personal reasons, did not identify what personal reasons were. (No other separation information available.)
619	Resignation—Voluntary. Employee voluntarily resigned to accompany spouse to a new duty station.
620	Resignation—Voluntary. Employee resigned to enter active military duty. Upon honorable release from active service and upon compliance with other conditions prescribed for the exercise of reemployment rights, employee will be entitled to reemployment as provided by law and regulation in effect at the time of receipt of applications.
621	Resignation—Voluntary. Employee

UC Code	Definition
	voluntarily resigned to enter employment in private industry.
622	Resignation—Voluntary. Employee voluntarily resigned to move to a different area for reasons of health. (Identify health reasons.)
623	Resignation—Voluntary. Employee voluntarily resigned based on alleged discrimination because of religion. Equal Employment Opportunity complaint procedures were available to employee.
624	Resignation—Voluntary. Employee voluntarily resigned based on alleged discrimination because of sex. Equal Employment Opportunity complaint procedures were available to employee.
625	Resignation—Voluntary. Employee voluntarily resigned based on alleged discrimination because of age. Equal Employment Opportunity complaint procedures were available to employee.
626	Resignation—Voluntary. Employee voluntarily resigned based on alleged discrimination because of race, color or national origin. Equal Employment Opportunity complaint procedures were available to employee.
627	Resignation—Voluntary. Employee voluntarily resigned because of alleged lack of job security.
628	Resignation—Voluntary. Employee voluntarily resigned because of insufficient promotional opportunity.
629	Resignation—Voluntary. Employee voluntarily resigned because of insufficient pay.
630	Resignation—Voluntary. Employee voluntarily resigned because of insufficient fringe benefits.
631	Resignation—Voluntary. Employee voluntarily resigned because of not enough recognition for accomplishments.
632	Resignation—Voluntary. Employee resigned because job was not in line with career plans.
633	Resignation—Voluntary. Employee resigned because skills were not sufficiently utilized.
634	Resignation—Voluntary. Employee voluntarily resigned because of illness in family.
635	Resignation—Voluntary. Employee voluntarily resigned because of marriage plans.
636	Resignation—Voluntary. Employee voluntarily resigned because employee felt work was too hard. Work conditions existed with acceptance of position.
637	Resignation—Voluntary. Employee voluntarily resigned because employee felt there was too much travel. This condition existed with acceptance of position.
638	Resignation—Voluntary. Employee voluntarily resigned because employee felt there was too much pressure.
639	Resignation—Voluntary. Employee voluntarily resigned because of dissatisfaction with work hours. This condition existed with acceptance of position.
640	Resignation—Voluntary. Employee voluntarily resigned because job location was too far from residence. (Identify number of miles.)
641	Resignation—Voluntary. Employee voluntarily resigned to be self-employed.
642	Resignation—Voluntary. Employee voluntarily resigned to begin farming full-time.
643	Resignation—Voluntary. Employee voluntarily resigned because of pregnancy; employer has no policy restricting pregnant employees from working.
644	Resignation—Voluntary. Employee voluntarily resigned because of household responsibilities.
645	Resignation—Voluntary. Employee voluntarily resigned—did not get along with fellow workers.
646	Resignation—Voluntary. Employee voluntarily resigned—did not get along with supervisor.
647	Resignation—Voluntary. Employee voluntarily resigned, gave family reasons for declining to accompany activity when it moved to a new organization or geographical location.
648	Resignation—Voluntary. Employee voluntarily resigned because of

Exhibit 611.329j. Unemployment Compensation Codes (p. 2)

UC Code	Definition
	failure to accept new assignment to (identify city and state).
649	Resignation—Voluntary. Employee voluntarily resigned while action pending to separate for (identify reason).
650	Resignation—Voluntary. Employee voluntarily resigned while charges were being prepared for (identify reason).
651	Resignation—Voluntary. Employee voluntarily resigned to accept position with U.S. Postal Service.
652	Resignation—Voluntary. Employee voluntarily resigned in order to relocate.
653	Resignation—Voluntary. Employee voluntarily resigned because (identify reason(s) the USPS believes to be the reason(s) the employee resigned.)
661	Separation—Employee transferred to another Federal agency; no break in Federal Service.
662	Separation—Military. Employee voluntarily separated to enter active military duty. Upon honorable release from active military duty and upon compliance with other conditions prescribed for the exercise of re-employment rights, employee will be entitled to re-employment as provided by law and regulations in effect at the time of receipt of application.
663	Separation—Employee was separated after declining to relocate with job activity (give reason).
664	Separation—Employee was separated after failing to accept a new work assignment. (Identify reason(s) why the employee did not accept a new assignment to (city and state).
668	Separation—Disability. Employee did not formally request a permanent or temporary light duty assignment. (Identify that part of the work the employee was not able to perform).
669	Separation—Disability. Employee did not formally initiate action to be considered for a permanent or temporary light duty assignment. (Identify that part of the work the employee was not able to perform.
670	Separation—Employee was separated during probationary period for pre-appointment condition. (Identify pre-appointment condition.)
671	Separation—Disqualification. Employee was separated during the probationary period for disqualification conditions. (Identify disqualifying conditions.)
672	Separation—Employee was separated after probationary period for pre-appointment conditions. (Identify pre-appointment conditions.)
673	Separation—Abandonment of Position. Employee was separated for abandoning position during working hours. (Identify the conditions under which the abandonment occurred.)
674	Separation—Inefficiency. Employee was separated for unsatisfactory performance of duties. (Identify specific details of unsatisfactory performance.)
675	Separation—Insubordination. Employee was separated for refusing to perform assigned duties.
676	Separation—Excessive Absence Without Cause. Employee was separated for *absence without leave* without reason or justification. (Identify specific dates of absence and number of hours lost.)
677	Separation—Employee was separated for threatening or endangering the physical well-being of a fellow employee.
678	Separation—Employee was separated because of being charged with commission of a felony. (Identify felony.)
679	Separation—Death.
680	Separation—Employee was separated for (identify reason(s)).
681	Termination—Expiration of Appointment. (Give a brief statement of the reason(s) for termination.) If applicable, show: *No other job offered*, or *Refused extension of appointment*, and any reason(s) for refusal. If employee gave no reason, so state. *Note:* Code 681 applies to voluntary and involuntary separations
682	Resignation—Employee Resigned for (Identify Reason(s)).

Exhibit 811.329j. Unemployment Compensation Codes (p. 3)